



Learning for Life

Writing Curriculum intent

At Ardley Hill Academy, the Writing curriculum has been designed to:

- Teach children to how to speak and write fluently in order for them to communicate effectively with others.
- To acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for writing and spoken language
- To apply skills taught in English lessons to cross curricular lessons every week to bring their learning to life.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To leave Ardley Hill Academy competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



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Ardley Hill Academy Key Stage 2 Writing – National Curriculum progression

(Yellow cells = Cross over with reading National Curriculum progression)

KNOWLEDGE/ SKILL	NATIONAL CURRICULUM OBJECTIVE (BY THE END OF KS2, PUPILS SHOULD BE ABLE TO ...)	YEAR GROUP	NOTES ON COVERAGE AND SEQUENCING (GAPS, AREAS FOR IMPROVEMENT, OTHER ISSUES)	RAG RATING
Spoken language	Listen and respond appropriately to adults and their peers <ul style="list-style-type: none"> ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and 	Year 3	Spoken language is focused on during all English and applied during cross curricular lessons related to the topics: Stone age to Iron age (Autumn) Extreme Earth (Spring) and Disney (Summer)	
		Year 4	Spoken language is focused on during all English and applied during cross curricular lessons related to the topics: Roman Britain (Autumn) Wonderland (Spring) and Tomb Raiders (Summer)	

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	exploring ideas <ul style="list-style-type: none"> ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	Year 5	Spoken language is focused on during all English and applied during cross curricular lessons related to the topics: Mission X (Autumn) The only way is Wessex (Spring) and Who let The Gods Out (Summer)	
		Year 6	Writing transcription is focused on during all English and applied during cross curricular lessons related to the topics: Ancient Maya and WW2 (Autumn) Tudors and Exploration (Spring) and Shang Dynasty (Summer)	

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Writing transcription	<u>Year 3 and 4</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1) ♣ spell further homophones ♣ spell words that are often misspelt (English Appendix 1) ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ♣ use the first two or three letters of a word to check its spelling in a dictionary ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	Year 3	Writing transcription is focused on during all English and applied during cross curricular lessons related to the topics: Stone age to Iron age (Autumn) Extreme Earth (Spring) and Disney (Summer) Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded	
		Year 4	Writing transcription is focused on during all English and applied during cross curricular lessons related to the topics: Roman Britain (Autumn) Wonderland (Spring) and Tomb Raiders (Summer) Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded	

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Writing transcription	<u>Year 5 and 6</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus 	Year 5	Writing transcription is focused on during all English and applied during cross curricular lessons related to the topics: Mission X (Autumn) The only way is Wessex (Spring) and Who let The Gods Out (Summer) Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded	
		Year 6	Writing transcription is focused on during all English and applied during cross curricular lessons related to the topics: Ancient Maya and WW2 (Autumn) Tudors and Exploration (Spring) and Shang Dynasty (Summer) Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded	

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Writing Vocabulary, spelling and punctuation	<u>Year 3 and 4</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 <u>Year 5 and 6</u> Pupils should be taught to: <ul style="list-style-type: none"> ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of 	Year 3	Vocabulary, spelling and punctuation is focused on during all English and applied during cross curricular lessons related to the topics: Stone age to Iron age (Autumn) Extreme Earth (Spring) and Disney (Summer) Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded	
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	<p>information in a sentence</p> <ul style="list-style-type: none"> ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ learning the grammar for years 5 and 6 in English Appendix 2 	Year 6	<p>Vocabulary, spelling and punctuation is focused on during all English and applied during cross curricular lessons related to the topics: Ancient Maya and WW2 (Autumn) Tudors and Exploration (Spring) and Shang Dynasty (Summer)</p> <p>Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded</p>	
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Writing Vocabulary, spelling and punctuation	<p><u>Year 3 and 4</u></p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when 	Year 3	<p>Vocabulary, spelling and punctuation is focused on during all English and applied during cross curricular lessons related to the topics: Stone age to Iron age (Autumn) Extreme Earth (Spring) and Disney (Summer)</p> <p>Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded</p>	

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	<p>discussing their writing and reading.</p> <p><u>Year 5 and 6</u></p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	Year 4	<p>Vocabulary, spelling and punctuation is focused on during all English and applied during cross curricular lessons related to the topics: Roman Britain (Autumn) Wonderland (Spring) and Tomb Raiders (Summer)</p> <p>Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded</p>	
		Year 5	<p>Vocabulary, spelling and punctuation is focused on during all English and applied during cross curricular lessons related to the topics: Mission X (Autumn) The only way is Wessex (Spring) and Who let The Gods Out (Summer)</p> <p>Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded</p>	
		Year 6	<p>Vocabulary, spelling and punctuation is focused on during all English and applied during cross curricular lessons related to the topics: Ancient Maya and WW2 (Autumn) Tudors and Exploration (Spring) and Shang Dynasty (Summer)</p> <p>Twinkl spelling programme has started to be implemented- breadth of grammar skills need to be embedded</p>	

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Handwriting and presentation	<p>Year 3 and 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Year 5 and 6 Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific 	Year 3	<p>Handwriting is focused on during all English and applied during cross curricular lessons related to the topics: Stone age to Iron age (Autumn) Extreme Earth (Spring) and Disney (Summer)</p> <p>Handwriting programme related to spelling has been implemented from Twinkl</p>	
		Year 4	<p>Handwriting is focused on during all English and applied during cross curricular lessons related to the topics: Roman Britain (Autumn) Wonderland (Spring) and Tomb Raiders (Summer)</p> <p>Handwriting programme related to spelling has been implemented from Twinkl</p>	

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	letters ♣ choosing the writing implement that is best suited for a task.	Year 5	Handwriting is focused on during all English and applied during cross curricular lessons related to the topics: Mission X (Autumn) The only way is Wessex (Spring) and Who let The Gods Out (Summer) Handwriting programme related to spelling has been implemented from Twinkl	
		Year 6	Handwriting is focused on during all English and applied during cross curricular lessons related to the topics: Ancient Maya and WW2 (Autumn) Tudors and Exploration (Spring) and Shang Dynasty (Summer) Handwriting programme related to spelling has been implemented from Twinkl	

<p>Writing Composition</p>	<p>Year 3 and 4</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas 	<p>Year 3</p>	<p>English Hamilton planning is followed alongside cross curricular links</p> <p>Autumn- Stone age to Iron age</p> <p>Letters</p> <p>Adventure story</p> <p>Recount</p> <p>Information leaflet</p> <p>Poetry- Kennings/ humorous poems</p> <p>Spring-Extreme earth</p> <p>Hot seating/ interviews- Bear Grylls</p> <p>Robinson Crusoe</p> <p>What the sea saw</p> <p>Haiku/ shape poems</p> <p>Non-fiction writing on Extreme weather -glossaries</p> <p>Summer- Walt Disney</p> <p>Fairy tales</p> <p>Play scripts</p> <p>Creating imagery</p> <p>Rhyming</p> <p>Biography</p>	
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<p>Writing composition</p>	<p>Year 5 and 6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Year 4</p>	<p>English Hamilton planning is followed alongside cross curricular links</p> <p><u>Autumn- Roman Britain</u></p> <p>Horrible histories links</p> <p>Newspaper reports about battles - using bias</p> <p>Persuasive writing- estate agent</p> <p>Drama and hot seating to retell</p> <p>Myths and Legends - Romulus and Remus</p> <p><u>Spring- Wonderland</u></p> <p>Alice in Wonderland the text</p> <p>Alternative versions</p> <p>Author study -Lewis Carroll</p> <p>Card games - linked to Queen of Hearts</p> <p>Make inferences and predictions</p> <p>Imaginative story writing</p> <p>Recipes</p> <p>Drama and characterisation</p> <p>Settings work</p> <p>Inferences-how do we know this is an older text?</p> <p>Mock trial - who stole the tarts? Argument and law.</p> <p>Nonsense poems - Jabberwocky -Lewis Carroll</p> <p>Riddles and morals</p> <p><u>Summer- Tomb Raiders</u></p> <p>Howard Carter- diary writing</p> <p>Horrible histories links</p> <p>Time travelling Cat book</p> <p>Hieroglyphic wiring- communication</p> <p>Scribes as a job</p> <p>Rosetta Stone</p> <p>Hot seating</p> <p>Drama</p>	
<p>Writing</p>				

		Year 5	<p>English Hamilton planning is followed alongside cross curricular links</p> <p>Autumn- Mission X</p> <p>Science fiction texts</p> <p>Debate about moon landing</p> <p>Creative writing about life on another planet - Avatar, home</p> <p>Roald Dahl day</p> <p>Recounts (UFO diaries, Extreme UFOs and aliens)</p> <p>Observational poetry</p> <p>Biographies/autobiographies</p> <p>Fiction - spooky stories</p> <p>Travel brochures - persuasive writing</p> <p>Classic poetry</p> <p>Spring- The only way is Wessex</p> <p>Cultural stories</p> <p>Goth girl</p> <p>Classic poems</p> <p>Recount/diary entry</p> <p>Reports and journalistic writing</p> <p>Argument and debate</p> <p>Summer- Who Let The Gods Out</p> <p>Playscripts</p> <p>Poems</p> <p>Greek myths</p> <p>Persuasive writing</p> <p>Fantasy stories</p> <p>Non-Fiction letters</p>	
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<p>Writing Composition</p>	<p>Year 3 and 4</p> <p>draft and write by:</p> <ul style="list-style-type: none"> ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>Year 3</p>	<p>English Hamilton planning is followed alongside cross curricular links</p> <p>Autumn- Stone age to Iron age</p> <p>Letters</p> <p>Adventure story</p> <p>Recount</p> <p>Information leaflet</p> <p>Poetry- Kennings/ humorous poems</p> <p>Spring-Extreme earth</p> <p>Hot seating/ interviews- Bear Grylls</p> <p>Robinson Crusoe</p> <p>What the sea saw</p> <p>Haiku/ shape poems</p> <p>Non-fiction writing on Extreme weather -glossaries</p> <p>Summer- Walt Disney</p> <p>Fairy tales</p> <p>Play scripts</p> <p>Creating imagery</p> <p>Rhyming</p> <p>Biography</p>	
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<p>Writing</p>				

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<p>Writing Composition</p>	<p>Year 3 and 4</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors 	<p>Year 3</p>	<p>English Hamilton planning is followed alongside cross curricular links</p> <p>Autumn- Stone age to Iron age</p> <p>Letters</p> <p>Adventure story</p> <p>Recount</p> <p>Information leaflet</p> <p>Poetry- Kennings/ humorous poems</p> <p>Spring-Extreme earth</p> <p>Hot seating/ interviews- Bear Grylls</p> <p>Robinson Crusoe</p> <p>What the sea saw</p> <p>Haiku/ shape poems</p> <p>Non-fiction writing on Extreme weather -glossaries</p> <p>Summer- Walt Disney</p> <p>Fairy tales</p> <p>Play scripts</p> <p>Creating imagery</p> <p>Rhyming</p> <p>Biography</p>	
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